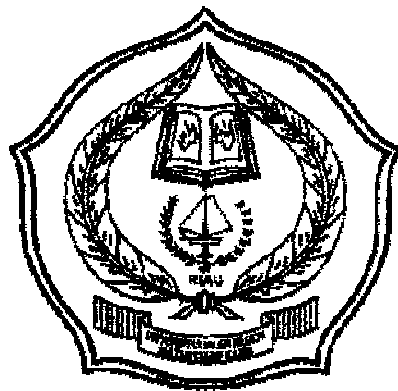


**A COMPARISON ON STUDENTS' CAPABILITY IN TRANSLATING
ENGLISH INTO INDONESIAN AND INDONESIAN
INTO ENGLISH AT THE SECOND YEAR OF
MA DARUL HUDA SALO**



BY

MULYADI

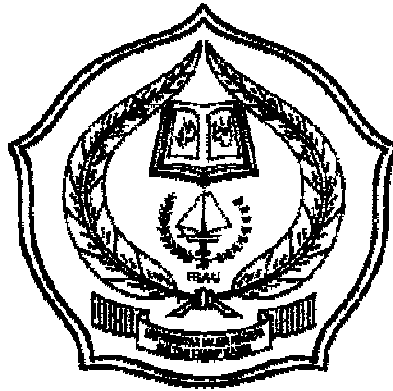
NIM. 10114018484

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1429 H/2008 M**

**A COMPARISON ON STUDENTS' CAPABILITY IN TRANSLATING
ENGLISH INTO INDONESIAN AND INDONESIAN
INTO ENGLISH AT THE SECOND YEAR OF
MA DARUL HUDA SALO**

A Thesis

Submitted in Partial Satisfaction of the Requirements for the
Bachelor Degree in English Education
(S.Pd)



BY

MULYADI

NIM. 10114018484

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1429 H/2008 M**

ABSTRACT

This thesis entitled “ a comparison on students’ capability in translating English into Indonesian and Indonesian into English at second year of Darul Huda Salo”.

Based on the preliminary observation, to translate Indonesian into English is more difficult than to translate English into Indonesian. This research was conducted based on the assumption that to translate Indonesian is more difficult for the students than to translate English into Indonesian. The writer wanted to measures how the students’ capability in translating English into Indonesian and Indonesian into English is, and then compared them both. The data is collected by using test and questionnaire.

There are two variables in this research. They are X variable that is the students’ capability, and Y variable that is the students’ translation in both directions. To find out the comparison between the two directions of the translation, the writer used the formula as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2}} = \left\{ \frac{SD_x}{\sqrt{N-1}} \right\} \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}$$

While, in measuring the factors influence the students’ capability in translating the two direction of the translation, the writer uses:

$$P = \frac{F}{N} \times 100\%$$

The result f this research is that there is no significant comparison between the two direction of the translation. The mean score in translating English into Indonesian is 54.11%, while the mean score in translating Indonesian into English is 53. 62%. It means that the comparative value is just 0,193%. While the factors influence the both direction of translations are students’ motivation, attitude, classmates influence and teachers’ methods of teaching.

ABSTRAK

Skripsi ini berjudul “ Perbandingan Antara Kemampuan Siswa Menterjemahkan Bahasa Inggris Ke Bahasa Indonesia Dengan Bahasa Indonesia Ke Bahasa Inggris Pada Kelas II MA Darul Huda Salo”.

Berdasarkan observasi awal, menterjemahkan Bahasa Indonesia ke Bahasa Inggris lebih sulit dibandingkan dengan menterjemahkan Bahasa Inggris ke Bahasa Indonesia.

Penelitian ini dilaksanakan untuk mengukur bagaimana kemampuan siswa dalam menterjemahkan kedua arah terjemahan tersebut. Pengumpulan data dilakukan melalui tes dan quisioner.

Ada dua variable dalam penelitian ini. Variabel X yaitu kemampuan siswa dan variabel Y menterjemahkan Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris. Untuk mengetahui perbandingan kemampuan siswa dalam menterjemahkan kedua arah terjemahan tersebut, penulis menggunakan rumus:

$$t_o = \frac{M_x - M_y}{\sqrt{\left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2}} = \left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2$$

Adapaun dalam mengkalkulasikan faktor-faktor yang mempengaruhi kemampuan siswa dalam menterjemahkan itu digunakan rumus:

$$P = \frac{F}{N} \times 100\%$$

Hasil penelitian ini menunjukkan bahwa tidak ada perbedaan yang signifikan dalam menterjemahkan kedua arah terjemahan di atas. Nilai rata-rata kemampuan siswa menterjemahkan Bahasa Inggris ke Bahasa Indonesia adalah 54,11%, sementara sebaliknya adalah 53,62%. Perbedaan nilai keduanya hanya

0, 193. faktor- faktor yang banyak mempengaruhi kemampuan terjemahan siswaitu adalah: motivasi siswa, pengaruh teman- teman sekelas dan metode mengajar guru.

الملاحص

اما الموضوع هذا البحث " دراسة المقارنة بين قدرة تلاميذ الصف الثانى فى ترجم اللغة الإنجليزية الى اللغة الإندونيسيا و باللغة الإندونيسيا الى اللغة الإنجليزية بالمدرسة العلية دار الهدى سالوا.

مأساسة البحث الأولى ان ترجمة اللغة الإندونيسيا الى اللغة الإنجليزية مشكلة بين بترجم اللغة الإنجليزية الى اللغة الإندونيسيا.

بحث الباحث هذا البحث لمقياس قدرة تلاميذ الصف الثانى فى ترجم اللغة الإنجليزية الى اللغة الإندونيسيا و ثم مقارنته بقدرتهم فى ترجم باللغة الإندونيسيا الى اللغة الإنجليزية, هذا البحث يستخدم بالإستبيان و الإختبار.

فى هذا البحث يوجد فيه المغيران اي X هو قدرة تلاميذ, و Y هو ترجمة اللغة الإنجليزية الى اللغة الإندونيسيا و باللغة الإندونيسيا الى اللغة الإنجليزية, لمعرفة مقارنة قدرة تلاميذ, الباحث يستخدم رموز :

$$t_o = \frac{M_x - M_y}{\sqrt{\left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2}} = \left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2$$

اما جمع الكاتب ان يحسب العوامل التى تؤثر قدرة تلاميذ فى ترجمة طريقتان. يستخدم :

$$P = F \times \frac{100}{N}$$

اما حصل البحث يدل على ان البحث لا يفرق كثير بين قدرة ترجمة الى طريقتين. ان نتيجة قدرة تلاميذ فى اللغة الإنجليزية الى اللغة الإندونيسيا هو ٥٤,١١ المائة . و ان نتيجة تلاميذ فى اللغة الإندونيسيا الى اللغة الإنجليزية هو ٥٣,٦٢ فى المائة الفرق بين نتجتين هو ٠,١٩٣ فى المائة. العوامل التى تؤثر قدرة ترجمة تلاميذ هو دوافع تلاميذ, متغير الأصدقاء و الطريقة يعلم المدرس.

LIST OF CONTENTS

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
LIST OF CONTENTS.....	v
LIST OF TABLES.....	vi

CHAPTER I INTRODUCTION

A. The Background.....	1
B. The Definition Of The Problem.....	2
C. The Problem.....	6
1. The Definition Of The Terms.....	6
2. The Limitation Of The Problem.....	7
3. The Formulation Of The Problem.....	7
D. The Objectives And The Needs Of The Study.....	7

CHAPTER II REVIEWING OF LITERATURE

A. The Theoretical Framework.....	15
B. The Relevant Research.....	15
C. The Operational Concept.....	16
D. The Assumption And Hypothesis.....	17

CHAPTER III THE RESEARCH METHODOLOGY

A. The Location And The Time Of The Research.....	18
B. The Subject And The Object Of The Research.....	18
C. The Population And Sample Of The Research.....	18
D. The Data Collection Technique.....	19
E. The Data Analysis Technique.....	22

CHAPTER IV THE DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation.....	25
B. The Data Analysis.....	51

CHAPTER VI CONCLUSION AND SUGGESTION

A. Conclusion.....	62
B. Suggestion.....	63

CHAPTER I

INTRODUCTION

A. Background

English is a very important language in the world. It is an international language that is widely used in whole world. People exchange information by means of English as a global lingua franca. Much knowledge and science that commonly come from developed countries are written in English. So, anybody who wants to master them well, he / she seems to master English firstly.

Nowadays in Indonesia, English is a foreign language formally taught from elementary school until university level. In the English teaching- learning process, students are taught the four well-known language skills; listening, speaking, reading and writing. These skills are interrelated each other because each skill develops other skills. Beside the skills mentioned above, there is still one of the very important aspects encouraging the foreign language teaching- learning process, namely translation.

Karim (2003: 1-2) states that one of the teaching foreign language methods is GTM (Grammar Translation Method). Historically, this method is based on the idea that the quickest way of learning a foreign language is by understanding its grammar and using the native language in explaining it. This method trains the students extract the meaning of the foreign language *by translating* it into the native language. Vocabulary enrichment is based on reading taught through both languages and much of the lesson is devoted to translate the sentence into and out of the second language (L2). This is one of the evident which illustrates that translation is very important to learn any foreign language, including English.

The writer himself admits that it is a very fundamental aspect in mastering English as a foreign language. He thinks that it's really difficult to learn English as a foreign language (in Indonesia) by not translating it into Indonesian and vice versa as the mother tongue of learners. The learners do not only have to be able to translate English into Indonesian, but they have to be able to translate Indonesian into English as well. If anybody (Indonesian native) can translate both ways of translation well, the writer can say that it has been one of determiners of a successful English master.

Houghton Mifflin (1979: 1364) defines translation as an act or process of translating, especially from one language into another one. Then, Catford (1978) defines it as "the replacement of textual material in one language by equivalent textual material in another language". So, translation simply could be defined as an activity of replacing or changing the form of any kind of language to get the real and equivalent form in another language literally and culturally. This means that translation does not only change the form of the language but also the content or the meaning of it.

The curriculum implemented at this school is divided into 3 categories as follows:

General subjects	Islamic subjects	Local subjects
1. Bahasa Indonesia	1. Arabic	1. Qowaid
2. Chemical	2. Akidah Akhlaq	2. Tafsir
3. English	3. Fiqh	3. Usul Fiqh
4. Economy	4. Qur'an Hadits	4. Muhadharah
5. History	5. Islamic History	5. Ibadah Prakte
6. Mathematics	6. Tafsir/ Ilmu Tafsir	6. Muamalat Islamic Ekonomy
7. Phisycs		7. Mustholah Hadits
8. Biology		8. TIK/ Computer Science
9. PPKn		9. Life Skill
10. Olahraga/Kesihatan		10. Scout

All General and Islamic subjects are implemented based on the latest governments' curriculum (KTSP).

For English subject, as stated above the curriculum is based on KTSP. In English teaching learning process which held twice a week and divided into two study hours , the teacher uses various kinds of methods such as GTM, TPR, Reading Techniques etc. Furthermore, the teachers most of the time translate the English material into Indonesian and translate Indonesian into English. In other words, Darul Huda Islamic Senior High School have used both ways of translation in English teaching- learning process.

In the class meeting, the students pay attention to the teachers' explanation well. Logically, if the teacher explains the lesson well and the students pay attention to the teachers' explanation they (the students) must master the translation well too. But based on the writer's observation, it seems that the students get difficulty in translating the materials in general, moreover in translating Indonesian into English. The table below illustrates the student's translation.

ENGLISH (Source language)	INDONESIAN LANGUAGE (Target Language)
John and Sam are playing tennis at the court	John dan Sam adalah bermain tenis di lapangan.

In translating English into Indonesian, even though the translation result is not appropriate with what the source language really means, but it is still closed to it. The meaning of the (TL) is still understandable even not perfect. It should be *John dan Sam sedang bermain tennis di lapangan*; without the word *adalah*.

Compared to:

INDONESIAN LANGUAGE (source language)	ENGLISH (target language)
Paman Ismail sedang memakai kemeja putih	Uncle Ismail medium shirt white.

In translating Indonesian language into English, the target language does not represent the source language's meaning and cannot understand at all. The message of the (SL) is not received. There are mistakes concerning with grammatical order, word

choice and meaning. In short, the target language is not appropriate with what the source language really means. The students seem to tend to *word for word* translation. It would be best translated by *Uncle Ismail is wearing white shirt*. This is the correct translation based on grammatical order, word choice and meaning of the target language.

The English teacher at Darul Huda Islamic Senior High School Salo has implemented the theory on how to translate in both ways to their students. However, some of the students cannot translate English into Indonesian language well and to translate Indonesian language into English seems more difficult for them as shown by the symptoms below.

1. Some students tend to make *word for word translation* which sometimes does not represent the real meaning of the source language.
2. Some students get difficulty in understanding English grammatical order well.
3. Some students get difficulty in understanding English word class well.

Based on the symptoms above, the writer is interested to conduct a research entitled: **A COMPARISON ON STUDENTS' CAPABILITY IN TRANSLATING ENGLISH INTO INDONESIAN AND INDONESIAN INTO ENGLISH AT SECOND YEAR OF MA DARUL HUDA SALO**

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation of the content of this thesis, it is necessary to define the terms used in this study as follows:

1. Comparative means the similarities and difference about the things, people, working procedures, critics and ideas (Arikunto, 1998: 245-246). Thus,

comparative is to find out whether or not there is significant different mastery in translating both ways of translation for the students.

2. Study means process of gaining knowledge of a subject, especially from book. In this research, it means an investigation to describe or to find out how is the different mastery in translating both ways of translation.
3. Mastery means complete knowledge, great skill. In this research, it concerns with complete control or knowledge of the students in translating both ways of translation. (Hornby, 1995:721)
4. Translation is an act of replacing text material in the source language (SL) by the equivalent text material in the target language (TL). Houghton Mifflin, (1979:159)
5. English means as language of England used in Britain most countries in the British Commonwealth, the USA and some other countries.(ibid 382).
6. Bahasa Indonesia means a national language of Indonesia.

C. The problem

I. The Identification Of The Problem

- a. Why do the students tend to make word for word translation?
- b. Why do the students get difficulty in using good English grammar?
- c. Why do the students get difficulty in understanding English word class well?
- d. Is there any significant different students capability in translating English into Indonesian language and Indonesian language into English?
- e. What are the factors influence the different competency?

2. The Limitation of the Problem

To avoid misunderstanding of the problem in this research, the writer limits the problem as follows:

- a. The mastery of translating English into Indonesian language and Indonesian language into English at second year students of MA Darul Huda Salo.
- b. The factors influence the second year students' mastery in translating English into Indonesian at MA Darul Huda Salo.

3. The Formulation Of The Problem

Concerning with the problem above, the main problems of this research are formulated as follows:

1. Is there any significant difference on students' mastery in translating English into Indonesian language and vice- versa at 2nd year of MA Darul Huda Salo?
2. What factors influence students' mastery in translating Indonesian language into English and English into Indonesian language at 2nd year of MA Darul Huda Salo.

D. The Objectives and Needs of the Study

I. The Objectives of the study

Based on the problem formulated above, the objectives of the study are as follows:

1. To find out whether or not there is any significant different between the mastery of translating English into Indonesian language and Indonesian language into English.

2. To find out the factors influence students' mastery in translating both ways of translation.

2. The Need of the study

1. To contribute some information to the related institution that is MA Darul- Huda Salo about the comparative mastery of translation (English into Indonesian language and Indonesian language into English).
2. To enlarge the writer's knowledge of the different mastery between the two kinds of translations mentioned above.
3. To provide empirical data, evidence and information for research needs particularly in term of teaching English as a foreign language classroom setting.
4. To complete one of the requirements of Under- Graduate Program for the writer.

CHAPTER II

THE REVIEWING OF LITERATURE

A.The Theoretical Framework

According to Hornby, (1995:721), mastery means complete knowledge, great skill. Meaning that mastery knows completely and detailed of the subject of study. According to Webster, mastery means showing the skill power of a master. Meaning that mastery in this thesis is the capacity of power to perform knowledge or the complete knowledge of the students in translating both ways of translation.

1.The concepts of Translation

Translation is to send a message or news from a source language into target language. The meaning should be similar. Larson (1984:10) defines “the goal of a translator should be to produce a receptor language text (a translation) which is idiomatic that has the same meaning as the source language but it is expressed in the natural form of the receptor language.

Mifflin Houghton (1979:1364) also points out that “Translation is the act or process of translating, especially from one language to another”.

Trask in Dasky Andre Irawan (2007:9) states that translation is taking a written text in one language and constructing an equivalent text in another language.

Newmark (1991:7) says that “translation is a craft in the attempt to replace a written message or statement in one language by the message or statement in another language”.

Catford (1978:20) defines “the replacement of textual material in source language (SL) by equivalent textual material in target language (TL).

Larson (1984:3) defines that “translation consists of transferring the meaning of the source language into the receptor language”. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is the meaning which is being transferred and must be held constantly.

Translating a source language and looking for its equivalencies in receptor language is not as easy as people think. It needs a specific skill. Besides, every language has certainly peculiarities that must be different from another. Newmark (1988:21) states that “there are two approaches in translating”.

“The first, Start translating sentence by sentence, for say the first paragraph or chapter, to get the feeling of tone of the text, deliberately sit back review the position, and read the rest of the source language text. The second, you read the whole text two at three times, and find the intention, register, tone, Mark the difficult word and passages and start translating when you have taken your bearing”.

Translation refers to transferring a text in source language into an equivalent text in a target language. In the process of translating, the students are expected to be able to analyze the contents of the text. The purpose of this comprehension is to absorb all kinds of information. The students can understand the text; translate sentence by sentence to get information from the text or the students have to read the text over two or three times to understand what it is about (Newmark 1988:2), because reading and comprehending the text are one step in translation process.

In translation, we cannot avoid of the terms *source language (SL)* and *target language (TL)*. Source language is the language, which we want to change to become another language. While target language is the language that we want to translate to. So,

translating is changing the source language (SL) form to the nearest equivalent meaning of the target language (TL).

In this paper, the writer would like to compare the students' mastery in translating English - Bahasa Indonesia and Bahasa Indonesia - English. The writer thinks that a translator must be able to translate English - Bahasa Indonesia as well as they do in another direction (Bahasa Indonesia - English).

H. Stephen Straight (1994: 41) writes that the effectiveness of a translation is determined by three different sets of variables or dimensions of variation as follows:

1. Knowledge. Cultural and Linguistic. Does the translation exhibit adequate understanding of the cultures of both the author of the original and the intended audience of the translation?
2. Purpose: The Final Decision Is The Translator. Does the translator succeed in achieving the purpose defined for it by the translator?
3. Intuition: Inherently Unverbalizable Factors in Language Use. Is the translation satisfying?

The knowledge that the translator should have are as follows:

1. Ecology - Climate, Terrain (dessert, rain forest, mountains, etc)
2. Material Culture and Technology – household objects, housing/ other building, means of transportation, and technical knowledge.
3. Social Organization – classes, kinship categories, sex roles, and legal political system
4. Mythic Pattern – cosmology, taboo, supernatural notion

4. Linguistic Structures – sound system, word formation, word meanings, syntactic relations and pronouns. Stephen Straght in Translation Spectrum

Furthermore, from the students point of view, other factors that influence students mastery in translating is determined by their learning influence factors as we see as following descriptions.

There are at least three kinds of translation; they are *word for word translation*, *literal translation* and *free translation*. Word for word translation is that every single word of the source language is translated to the equivalent form in the target language. Literal translation is that the source language is translated by the equivalent grammatical order of the target language. It may be started from word for word translation, but make change in conformity with the (TL) grammar (e.g. inserting additional words, changing structures at any rank, etc) Free translation is that the source language is translated based on its meaning in the target language.(Catford. p:26)

Example:

Source Language	I, am sorry to hear that
Word for word translation	Saya adalah maaf untuk mendengar itu.
Literal translation	Saya mohon maaf mendengar berita itu.
Free Translation	Saya turut berduka cita.

Crystal (1991:334) states that there are three kinds of translation. They are word for word translation, literal translation and free translation. Meanwhile, Newmark (1998:45-47) divides translation as follows:

1. Word for Word Translation

The source language (SL) word order is preserved and the words translated.

2. Literal Translation

The source language (SL) grammatical constructions convert into their nearest target language (TL) equivalent.

3. Faithful Translation

This kind of translation attempts to reproduce the precise contextual meaning of the original within the constraint of the target language (TL) grammatical structure.

4. Semantic translation

Semantic translation attempts to render as closely as the semantic structure of the second language that allow the exact contextual meaning of the original.

5. Adaptation

It is mainly used in translating plays (comedies) and poetry so that the themes, characters, and the plot are usually preserved, while the source language (SL) culture is converted into the target language (TL) culture according to the text rewritten.

6. Free Translation

It is also called "intralingual translation" that often prolix and pretentious, and it is not translated at all.

7. Idiomatic Translation

It reproduces the “message” the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original.

8. Communicative Translation

It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to readership.

Translation is transferring a text in the source language into an equivalent text in the target language. This process is not simply translating each word or phrase in the target language, but it is looking for the equivalent meaning or message in the source language to be transferred into the target language.

Newmark (1988:19) states four levels of translation process.

(1) The source language text level, the level of language, where we begin and which we continually (but not continuously) go back to; (2) the referential level, the level of object and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process; (3) the cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level; (4) the level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.

In the process of translating, the students are expected to be able to analyze the content of the purpose of this comprehension, to absorb all kinds of information; the students can understand the text and also express the contents of what he has read.

Translation is done by going through the form of the source language to the form of the target language through semantic structure. It is the meaning being transferred and must be held constantly. Only the form changes. Translation then consists of studying the lexical, and the cultural context of the source language text, analyzing it in order to determine the meaning, and then reconstructing this same meaning using the lexical and

the grammatical structure which is appropriate with in the receptor language and the cultural context.

2. The Factors that Influence the Student's Activities in Translating

There are many factors that can influence the students' ability in translating. In Karmina (2007:13) they are as follows:

1. Availability of books related to translation in school library.
2. The students own books.
3. The students' mastery on English structure and vocabulary is good.
4. The students' motivation to translate is high.
5. The teacher always motivates them in reading.

The influencing factors of students' competence in translating English into Indonesian language in simple paragraph are as follows:

- a. Internal factors. Such as students' motivation, students' attitude, adequate time to study.
- b. External factors. Such as teacher' method in teaching, environment, the facilities of study.

B. The Relevant Research

Mujiburrahman (2003) conducted a research entitled A descriptive study on translating Indonesian language into English at fifth semester students of English department on UIN Suska Riau states that to translate Indonesian language into English is difficult for most students.

C. The Operational Concept

Operational concept is one of the elements in avoiding misunderstanding and misinterpreting in specific study as a concept is still operated in an abstract form of the research planning which is to be interpreted in particular words in order to ease the measurement. In short, it is needed to guide the readers to the goal of this paper.

This is a comparative study. There are two variables in this research paper. The X variable is the students' mastery in translating English into Indonesian language while the Y variable is the students' mastery in translating Indonesian language into English. The students' mastery can be determined by following indicators:

1. The students can translate correctly based on the target language's grammatical order.
2. The students can translate source language into the target language well based on its culture.
3. The students can translate based on the meaning of the source language.
4. The students can translate to the target language by using the appropriate word choice.
5. The students can translate correctly based on the target language word class.

There are many factors that can influence the students' ability in translating. They are as follow:

1. Availability of books related to translation in school library.
2. The students' own books.
3. The students' mastery on English structure and vocabulary is good.
4. The students' motivation to translate is high.

5. The teacher always motivates the students to read.

The influent factors of students' competence in translating English into Indonesian in simple paragraph are as follows:

- a. Internal factors. Such as students' motivation, students' attitude, adequate time to study.
- b. External factors. Such as teacher' method in teaching, environment influence, the facilities of study.

D. The Assumption and Hypothesis

This research is based on the assumption that to translate English into Indonesian language is easier for the students than to translate Indonesian language into English.

Based on the assumption above, the hypothesis is stated. In accordance with the theory stated before, the writer intends to compare the different mastery of the students in translating English into Indonesian language and Indonesian language into English. The hypothesis of the study stated as follows:

Ha: there is significant difference mastery in translating English into Indonesian language and Indonesian language into English for the students.

Ho: there is no significant difference between the two ways of the translation for the students.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Location and The Time of The Research

The research is conducted at Madrasah Aliyah Darul- Huda Salo. It is located in Kampar Regency, Riau. The writer conducted the research from August, up to september 2007.

B. The Subject and The Object Of The Study

The object of the study is the translation of two ways (English –Indonesian and Indonesian– English),while the subject is the second year students of MA Darul-Huda Salo.

C. The Population and the Sample of The Study

The population of the second year students of Madrasah Aliyah Darul Huda Salo is 40. Because of the small number of the students, the writer decided to take 30 of them as sample.

Year Male/female	1 st	2 nd	3 rd	Total
Male	19	18	12	49
Female	21	22	15	43
Total	40	40	27	87

D. The Data Collection Technique

In getting the data of the research, the writer plan to use:

1. Test. There are two kinds of materials in the test, which should be translated into the target languages. First, the text in English. The students are required to translate it into Indonesian language. Then, the text is in Indonesian language. The students are required to translate it into English.

2. Questionnaires

To obtain the information about the factors that influence the students' capability in translating English into Indonesian and Indonesian into English at second year students of MA Darul Huda Salo, the writer used questionnaire based on option scale 5 and the questionnaire dealt with respondents' option in responding to the following options:

- a. Always
- b. Often
- c. Sometimes
- d. Seldom
- e. Never

This questionnaire contains 20 items for the dealing with factors that influence the students' capability in translating English into Indonesian language and Indonesian language into English at second year students of MA Darul Huda Salo.

The Scoring of System

Based on *Pedoman bagi penterjemah* (2000:119-120) is written by Rochayah Machali, the scoring system of translation ability is as follows:

TABLE III. 2.

Kategori	Nilai	Indikator
Almost perfect	86-90 (A)	<ul style="list-style-type: none"> • Penyampain wajar; • Hampir tidak terasa seperti terjemahan; • Tidak ada kesalahan/penyimpangan tata bahasa; • Tidak ada kekeliruan penggunaan istilah.
Very good	76-85 (B)	<ul style="list-style-type: none"> • Tidak ada distorsi makna; • Tidak ada terjemahan harfiah yang kaku; • Tidak ada kekeliruan penggunaan istilah; • Ada satu-dua kesalahan bahasa/ejaan.

Good	61-75 (C)	<ul style="list-style-type: none"> • Tidak ada distorsi makna; • Ada terjemahan harfiah yang kaku, tetapi relative tidak lebih dari 15% dari keseluruhan teks; • Ada satu-dua penggunaan istilah yang tidak baku /umum; • Ada satu-dua kesalahan tata ejaan.
Satisfactory	46-60 (D)	<ul style="list-style-type: none"> • Terasa sebagai terjemahan • Ada beberapa harfiah yang kaku, tetapi relative tidak lebih dari 25%;
		<ul style="list-style-type: none"> • Ada beberapa kesalahan idiom dan/tatabahasa, tetapi relative tidak lebih dari 25% keseluruhan teks; • Ada satu-dua penggunaan istilah yang tidak baku/tidak umum dan/atau kurang jelas.
Bad	20-45 (E)	<ul style="list-style-type: none"> • Sangat terasa sebagai terjemahan; • Terlalu banyak terjemahan harfiah yang kaku (relative lebih dari 25% dari keseluruhan teks); • Distorsi makna dan kekeliruan penggunaan istilah lebih dari 25% keseluruhan teks.

(Adopted from Machali, 2000:119-120)

E. The Data Analysis Technique

The writer plans to give the students the test material, which is in two languages. The first material is in English. The students are needed to translate it into Indonesian language. Then, the second one is in Indonesian language that needs to translate it into English.

1. Test

In analyzing the data, the result of a written test and questionnaire done by samples were corrected carefully word by word, and line by line.

To find out the mean score of students' capability in translating English into Indonesian and Indonesian into English at second year students of MA Darul Huda Salo. The writer used the formula as follows

$$M = \frac{\sum fx}{N}$$

Where: M = Mean

N = total number of the students

Fx = total number of the score (Hartono 2004:30):

To find out the Standard Deviation of the students' capability in translating English into Indonesian and Indonesian into English at second year students of MA Darul Huda Salo.

The writer used the formula as follows by using formula:

$$SD = \frac{\sqrt{\sum X^2}}{N - 1} \quad (\text{Hatch and Farhady, 1982: 55})$$

Where:

SD = Standard deviation of each group

$\sum X^2$ = Total square (Scores minus & mean scores)

N = Number of students

1 = Constant number

The technique used in analyzing the data is coefficient correlation, because the data are ordinal. The formula is:

$$t_o = \frac{M_x - M_y}{\sqrt{\left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2}} = \left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2$$

t_o : the t-test

M_x : the mean variable of x

M_y : the mean variable of y

SD_x : the mean variable of x

SD_y : the mean variable of y

N : the amount of Respondent

Hartono M. Pd (2003:187)

TABLE III. 3.

**THE STUDENT'S LEVEL IN TRANSLATING ENGLISH INTO INDONESIAN
LANGUAGE AND INDONESIAN LANGUAGE INTO ENGLISH**

The Range of Scores	The Ability Level	The Category of Translation
86-90	A	Almost perfect
76-85	B	Very good
61-75	C	Good
46-60	D	Satisfactory
20-45	E	Bad

(Machali, 2000:119-120)

2. Questionnaire

To find out the percentage of the factors that influence the students' ability in translating English into Indonesian language, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage of the classification in major group

F= the total score of the students

N = the total number of the students (Sudjono: 1987:40).

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

The main concern of this study was focused on the students' capability in translating English into Indonesian and Indonesian into English at second year students of MA Darul Huda Salo. The aim of this research was to obtain the students' capability in translating English into Indonesian language and Indonesian language into English at second year students of MA Darul Huda Salo.

In order to get the data of this research, the writer used the test and questionnaire. The test was used to obtain the students' capability in translating English into Indonesian and Indonesian into English at second year students of MA Darul Huda Salo, while the questionnaire was used to identify the factors that influence the students' capability in translating English into Indonesian language and Indonesian language into English at second year students of MA Darul Huda Salo. The writer had given reading text that the students translated from English into Indonesian language in a simple paragraph. The writer provided 45 minutes to the students to translate English into Indonesian language in a simple paragraph.

A. The students' ability in translating English into Indonesian language

In scoring the students' ability in translating English into Indonesian language, the writer used the holistic scoring, which is found in Hadley (1990:333). Holistic scoring is when one is attempting to assess the overall proficiency level of a given written sample; Perkins Maintains says that the holistic scoring has the highest validity. In this type of

scoring procedure, one or more readers assign a single grade (or rating) to a text based on overall impression. The evaluation can be in the form of a letter or number grade.

TABLE IV. 1.
THE STUDENTS' SCORE IN TRANSLATING ENGLISH INTO INDONESIAN
LANGUAGE

Students	Score	Mean Score	Category
1	55	62.5	Good
2	70	65	Good
3	65	67.5	Good
4	44	56	Satisfactory
5	48	51	Satisfactory
6	60	65	Good
7	70	69	Good
8	50	45	Bad
9	54	53	Satisfactory
10	58	59	Satisfactory
11	41	53	Satisfactory
12	72	74	Good
13	68	54	Satisfactory
14	70	53	Satisfactory
15	38	39	Bad
16	68	59	Satisfactory
17	70	56	Satisfactory
18	48	42	Bad
19	55	64	Good
20	64	62	Good
21	40	38	Bad
22	44	47	Satisfactory
23	70	65	Good
24	60	62.5	Good
25	70	65	Good
26	68	67.5	Good
27	54	56	Satisfactory
28	70	51	Satisfactory
29	68	65	Good
30	40	69	Good
31	52	45	Bad
32	60	53	Satisfactory
33	65	59	Satisfactory

34	76	53	Satisfactory
35	40	74	Good
36	36	54	Satisfactory
37	40	53	Satisfactory
38	50	39	Bad
39	42	59	Satisfactory
40	36	56	Satisfactory

TABLE IV. 2.
THE STUDENTS' SCORE IN TRANSLATING INDONESIAN LANGUAGE INTO
ENGLISH

Students	Score	Mean Score	Category
1	65	67.5	Good
2	70	69	Good
3	50	50	Satisfactory
4	70	55	Satisfactory
5	70	55	Satisfactory
6	61	58	Satisfactory
7	56	50	Satisfactory
8	34	37	Bad
9	50	61	Good
10	44	52	Satisfactory
11	60	60	Satisfactory
12	75	57	Satisfactory
13	60	54	Satisfactory
14	43	50	Satisfactory
15	50	50	Satisfactory
16	50	55	Satisfactory
17	40	40	Satisfactory
18	59	57	Satisfactory
19	60	52	Satisfactory
20	40	39	Bad
21	64	52	Satisfactory
22	64	57	Satisfactory
23	70	67.5	Good
24	68	69	Good
25	50	50	Satisfactory
26	40	55	Satisfactory

27	40	55	Satisfactory
28	55	58	Satisfactory
29	44	50	Satisfactory
30	40	37	Bad
31	72	61	Good
32	60	52	Satisfactory
33	60	60	Satisfactory
34	39	57	Satisfactory
35	48	54	Satisfactory
36	60	50	Satisfactory
37	50	50	Satisfactory
38	60	55	Satisfactory
39	40	40	Satisfactory
40	55	57	Satisfactory

TABLE IV. 3.

**THE RECAPITULATION OF STUDENTS CAPABILITY SCORE IN TRANSLATING
ENGLISH INTO INDONESIAN LANGUAGE AND INDONESIAN LANGUAGE INTO
ENGLISH**

Students	Score		Final score	Category
	X	Y		
1	62.5	67.5	65	Good
2	65	69	67	Good
3	67.5	50	58.7	Satisfactory
4	56	55	55.5	Satisfactory
5	51	55	53	Satisfactory
6	65	58	61.5	Good
7	69	50	59.5	Satisfactory
8	45	37	41	Bad
9	53	61	57	Satisfactory
10	59	52	55.5	Satisfactory
11	53	60	56.5	Satisfactory
12	74	57	65.5	Satisfactory
13	54	54	54	Satisfactory
14	53	51	52	Satisfactory
15	39	50	44.5	Bad
16	59	55	57	Satisfactory
17	56	40	48	Satisfactory

18	42	57	49.5	Satisfactory
19	64	52	58	Satisfactory
20	62	39	50.5	Satisfactory
21	38	52	45	Bad
22	65	67.5	65	Good
23	62.5	69	67	Good
24	65	50	61.5	Good
25	67.5	55	58.7	Satisfactory
26	56	55	55.5	Satisfactory
27	51	58	53	Satisfactory
28	65	50	61.5	Good
29	69	37	50.5	Satisfactory
30	45	61	49.5	Satisfactory
31	53	52	52	Satisfactory
32	59	60	59.5	Satisfactory
33	53	57	56.5	Satisfactory
34	74	54	65.5	Satisfactory
35	54	50	52	Satisfactory
36	53	50	52	Satisfactory
37	39	55	44.5	Bad
38	59	40	51.5	Satisfactory
39	56	57	56.5	Satisfactory
40	56	57	56.5	Satisfactory

B. The factors influence the capability of the students in translating English into Indonesian language and Indonesian language into English.

This questionnaire was given to the students consisted of twenty items. It was used to identify the factors that influence the capability of the students in translating English into Indonesian language and Indonesian language into English. The questionnaire was divided into two factors, namely; internal factor such as students' motivation (1, 2, 15, 17), students' attitude (5, 3, 8, 16), and adequate time to students (7, 18, 19). External factors such as teacher, method in teaching (4, 6, 10, 11), friends' influence (12, 13, 14), facilities (9, 20). The data will be presented in the form of table below:

1. Internal Factors

a. Students' Motivation

TABLE IV.4.
THE STUDENTS COME TO ENGLISH CLASS ON TIME

OPTION	ALTERNATIVE	F	P
A	ALWAYS	12	30%
B	OFTEN	14	35%
C	SOMETIMES	8	20%
D	SELDOM	6	15%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 30% of the students stated always, 35% of the students stated often, 20% of the students stated sometimes, 15% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students often come to English class on time.

TABLE IV.5.
THE STUDENTS STUDY ENGLISH BEFORE THE CLASS IS STARTED

OPTION	ALTERNATIVE	F	P
A	ALWAYS	4	10%
B	OFTEN	8	20%
C	SOMETIMES	20	50%
D	SELDOM	8	20%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 10% of the students stated always, 20% of the students stated often, 50% of the students stated sometimes, 20% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students' sometimes studied English before the class started.

TABLE IV.6.
THE STUDENTS ARE CURIOUS ABOUT THE LESSON

OPTION	ALTERNATIVE	F	P
A	ALWAYS	8	20%
B	OFTEN	18	45%
C	SOMETIMES	10	25%
D	SELDOM	4	10%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 20% of the students stated always, 45% of the students stated often, 25% of the students stated sometimes, 10% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students were often curious about the lesson.

TABLE IV.7.
THE STUDENTS STUDY ENGLISH SERIOUSLY

OPTION	ALTERNATIVE	F	P
A	ALWAYS	20	50%
B	OFTEN	5	12.5%
C	SOMETIMES	15	37.5%
D	SELDOM	0	0%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 50% of the students stated always, 12.5% of the students stated often, 37% of the students stated sometimes, 0% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students always studied English seriously.

b. Students' attitude

TABLE IV.8.**THE STUDENTS WRITE THE TEACHER'S EXPLANATION OF ENGLISH LESSON**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	8	20%
B	OFTEN	20	50%
C	SOMETIMES	10	25%
D	SELDOM	2	5%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 20% of the students stated always, 50% of the students stated often, 25% of the students stated sometimes, 5% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students often make noticed the teacher's explanation of English lesson.

TABLE IV.9.
THE STUDENTS ATTEND THE CLASS HAPPILY

OPTION	ALTERNATIVE	F	P
A	ALWAYS	8	20%
B	OFTEN	18	45%
C	SOMETIMES	12	30%
D	SELDOM	2	5%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 20% of the students stated always, 45% of the students stated often, 30% of the students stated sometimes, 5% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students often attended the class happily.

TABLE IV.10.

THE STUDENTS PAY ATTENTION TO THE TEACHER' EXPLANATION

OPTION	ALTERNATIVE	F	P
A	ALWAYS	10	25%
B	OFTEN	18	45%
C	SOMETIMES	10	25%
D	SELDOM	2	5%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 25% of the students stated always, 45% of the students stated often, 25% of the students stated sometimes, 5% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students often paid attention to the teacher's explanation.

TABLE IV.11.

THE STUDENTS GUESS THE MEANING WITHOUT REFERRING TO A DICTIONARY

OPTION	ALTERNATIVE	F	P
A	ALWAYS	1	4.54%
B	OFTEN	5	22.72%
C	SOMETIMES	13	59.09%
D	SELDOM	3	13.63%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 4.54% of the students stated always, 22.72% of the students stated often, 59.09% of the students stated sometimes, 13.63% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students sometimes guessed the meaning without referring to a dictionary.

c. Adequate time to study

TABLE IV.12.

THE STUDENTS REPEAT ENGLISH LESSON AT HOME

OPTION	ALTERNATIVE	F	P
A	ALWAYS	6	27.27%
B	OFTEN	4	18.18%
C	SOMETIMES	10	45.45%
D	SELDOM	1	4.54%
E	NEVER	1	4.54%
	TOTAL	40	100%

Table above shows the various answers among the students. 27.27% of the students stated always, 18.18% of the students stated often, 45.45% of the students stated sometimes, 4.54% of the students stated seldom and 4.54% of the students stated never. The conclusion is the majority of the students' sometimes repeated English lesson at home.

TABLE IV.13.
THE STUDENTS PRACTICE HOW TO TRANSLATE ENGLISH INTO INDONESIAN IN A
SIMPLE PARAGRAPH

OPTION	ALTERNATIVE	F	P
A	ALWAYS	4	18.18%
B	OFTEN	9	40.90%
C	SOMETIMES	6	27.27%
D	SELDOM	3	13.63%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 18.18% of the students stated always, 40.90% of the students stated often, 27.27% of the students stated sometimes, 14.63% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students often practiced how to translate English into Indonesian in a simple paragraph.

TABLE IV.14

**THE STUDENTS READ AN ENGLISH TEXT IN A SIMPLE PARAGRAPH AND TRY TO
TRANSLATE AND MAKE A CONCLUSION FROM THE TEXT**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	3	13.63%
B	OFTEN	5	22.72%
C	SOMETIMES	9	40.90%
D	SELDOM	4	18.18%
E	NEVER	1	4.54%
	TOTAL	40	100%

Table above shows the various answers among the students. 13.63% of the students stated always, 22.72% of the students stated often, 40.90% of the students stated sometimes, 18.18% of the students stated seldom and 4.54% of the students stated never. The conclusion is the majority of the students sometimes read an English text and tried to translate and make conclusion from the text.

2. External Factors

a. The teacher's method in teaching

TABLE IV.15.

THE TEACHER GIVES MOTIVATION IN STUDYING ENGLISH

OPTION	ALTERNATIVE	F	P
A	ALWAYS	6	27.27%
B	OFTEN	8	36.36%
C	SOMETIMES	6	27.27%
D	SELDOM	2	9.09%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 27.27% of the students stated always, 36.36% of the students stated often, 27.27% of the students stated sometimes, 9.09% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the teachers often gave motivation in studying English.

TABLE IV.16

THE TEACHER MAKES THE STUDENTS ENJOY STUDYING ENGLISH

OPTION	ALTERNATIVE	F	P
A	ALWAYS	3	13.63%
B	OFTEN	4	18.18%
C	SOMETIMES	14	63.63%
D	SELDOM	1	4.54%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 13.63% of the students stated always, 18.18% of the students stated often, 63.63% of the students stated sometimes, 4.54% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the teachers sometimes made the students enjoy their learning English.

TABLE IV.17.

THE TEACHER EXPLAINS THE TRANSLATION LESSON, I INTERRUPT AND ASK HIM/HER ABOUT THE MATERIAL THAT I DO NOT UNDERSTAND YET

OPTION	ALTERNATIVE	F	P
A	ALWAYS	2	9.09%
B	OFTEN	6	27.27%
C	SOMETIMES	12	54.54%
D	SELDOM	2	9.09%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 9.09% of the students stated always, 27.27% of the students stated often, 54.54% of the students stated sometimes, 9.09% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the teachers sometimes explained the translation lesson, and the students asked the material that they did not understand yet.

TABLE IV.18.

THE TEACHER CONCERNS WITH THE STUDENTS DIFFICULTIES IN TRANSLATION

OPTION	ALTERNATIVE	F	P
A	ALWAYS	4	18.18%
B	OFTEN	3	13.63%
C	SOMETIMES	11	50%
D	SELDOM	3	13.63%
E	NEVER	1	4.54%
	TOTAL	40	100%

Table above shows the various answers among the students. 18.18% of the students stated always, 13.63% of the students stated often, 50% of the students stated sometimes, 13.63% of the students stated seldom and 4.54% of the students stated never. The conclusion is the majority of the teachers sometimes concerned with the students' difficulties in translation.

b. friends' influence

TABLE IV.19.

**OTHER STUDENTS ASK ME IF THEY DO NOT UNDERSTAND HOW TO TRANSLATE
ENGLISH INTO INDONESIAN IN A SIMPLE PARAGRAPH**

OPTION	ALTERNATIVE	F	P
A	ALWAYS	7	31.81%
B	OFTEN	10	45.45%
C	SOMETIMES	4	18.18%
D	SELDOM	1	4.54%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 31.81% of the students stated always, 45.45% of the students stated often, 18.18% of the students stated sometimes, 4.54% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students often practiced how to translate English into Indonesian in a simple paragraph.

TABLE IV.20.
THE STUDENTS MOTIVATE ONE ANOTHER TO STUDY ENGLISH

OPTION	ALTERNATIVE	F	P
A	ALWAYS	3	13.63%
B	OFTEN	4	18.18%
C	SOMETIMES	12	54.54%
D	SELDOM	3	13.63%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 13.63% of the students stated always, 18.18% of the students stated often, 54.54% of the students stated sometimes, 13.63% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the classmates sometimes motivated one another to study English.

TABLE 24
THE STUDENTS DISCUSS THE DIFFICULTIES IN TRANSLATING ENGLISH INTO
INDONESIAN IN A SIMPLE PARAGRAPH WITH THEIR CLASSMATES

OPTION	ALTERNATIVE	F	P
A	ALWAYS	2	9.09%
B	OFTEN	6	27.27%
C	SOMETIMES	10	45.45%
D	SELDOM	4	18.18%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 9.09% of the students stated always, 27.27% of the students stated often, 45.45% of the students stated sometimes, 18.18% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students sometimes discussed the difficulties in translating English into Indonesian in a simple paragraph with their classmates.

g. The facilities

TABLE IV.22.

THE STUDENTS USE DICTIONARY IN LOOKING UP DIFFICULT WORDS

OPTION	ALTERNATIVE	F	P
A	ALWAYS	9	40.90%
B	OFTEN	3	13.63%
C	SOMETIMES	6	27.27%
D	SELDOM	4	18.18%
E	NEVER	0	0%
	TOTAL	40	100%

Table above shows the various answers among the students. 40.90% of the students stated always, 13.63% of the students stated often, 27.27% of the students stated sometimes, 18.18% of the students stated seldom and 0% of the students stated never. The conclusion is the majority of the students always used dictionary in looking up difficult words.

TABLE IV.23.
THE STUDENTS USE THE KEY WORDS OR PHRASES IN TRANSLATION

OPTION	ALTERNATIVE	F	P
A	ALWAYS	4	18.18%
B	OFTEN	3	13.63%
C	SOMETIMES	11	50%
D	SELDOM	3	13.63%
E	NEVER	1	4.54%
	TOTAL	40	100%

Table above shows the various answers among the students. 18.18% of the students stated always, 13.63% of the students stated often, 50% of the students stated sometimes, 13.63% of the students stated seldom and 4.54% of the students stated never. The conclusion is the majority of the students sometimes used the key words or phrases in translation.

TABLE IV.24.

**THE QUESTIONNAIRE RECAPITULATION OF THE STUDENTS' FACTORS IN
TRANSLATING ENGLISH INTO INDONESIAN AND INDONESIAN INTO ENGLISH**

NO	A		B		C		D		E		TOTAL	
	F	T	F	T	F	T	F	T	F	T	F	T
1	6	30	10	40	4	12	2	4	0	0	86	78.1
2	2	10	5	20	10	30	5	10	0	0	70	63.6
3	4	20	9	36	7	21	2	4	0	0	81	73.6
4	12	60	5	20	5	15	0	0	0	0	95	86.3
5	4	20	10	40	5	15	3	6	0	0	81	73.6
6	6	30	9	36	6	18	1	2	0	0	86	78.1
7	8	40	9	36	5	15	0	0	0	0	91	82.7
8	1	5	5	20	13	39	3	6	0	0	70	63.6
9	6	30	4	16	10	30	1	2	1	1	79	71.8
10	4	20	9	36	6	18	3	6	0	0	80	72.7
11	3	15	5	20	9	27	4	8	1	1	71	64.5
12	6	30	8	36	6	18	2	4	0	0	88	80
13	3	15	4	16	14	42	1	2	0	0	75	68.1
14	2	10	6	24	12	36	2	4	0	0	74	67.2
15	4	20	3	12	11	33	3	6	1	1	72	65.4
16	7	35	10	40	4	12	1	2	0	0	89	80.9
17	3	15	4	16	12	36	3	6	0	0	73	66.3
18	2	10	6	24	10	30	4	8	0	0	72	65.4
19	9	45	3	12	6	18	4	8	0	0	83	75.4
20	4	20	3	12	11	33	3	6	1	1	73	66.3
	96	480	127	512	156	483	47	94	4	4	1589	1383.6

B. Data Analysis

1. The Students' Capability In Translating English Into Indonesian Language And Indonesian Language Into English

This is correlation study with two variables. The result of the statistical analysis is presented based on formulation of the problem. After giving the score of the students, the writer will analyze the mean score to find out the capability of the students in translating English into Indonesian language and Indonesian language into English.

To find the percentage, the writer used the formula as follows:

$$p = \frac{F}{N} \times 100\%$$

Note: P= Percentage

F= Frequency

N= Total number of the students (Sudijono, 2006:35)

To obtain the mean score of the capability of the students in translating English into Indonesian language and Indonesian language into English, the writer uses formula as follows:

$$M = \frac{\sum FX}{N}$$

Note: M = Mean

N = Total number of the students

Fx = Total number of the score (Hartono, 2004:30)

Based on the rating scale, the writer groups the capability of the students in translating English into Indonesian language and Indonesian language into English into almost perfect, very good, good, satisfactory, and bad.

2. Students' Capability In Translating English Into Indonesian Language

TABLE IV.25.

THE AVERAGE SCORE OF STUDENTS' CAPABILITY IN TRANSLATING ENGLISH INTO INDONESIAN LANGUAGE

Score (x)	F	Fx
67	3	201
65.5	2	131
65	2	130
61.5	2	123
59.5	3	178.5
58	1	58
57	3	171
56.5	1	56.5
55.5	1	55.5
54	2	108
53	2	106
52	2	104

50.5	2	101
49.5	2	99
48	4	192
45	2	90
44.5	4	178
41	2	82
Total	N=40	$\sum FX$ 2164.5

3. Mean Score

The average score of the capability of the students in translating English into Indonesian language is analyzed by the following formula:

$$\begin{aligned}
 M &= \frac{\sum FX}{N} \\
 &= \frac{2164.5}{40} \\
 &= 54.11
 \end{aligned}$$

So, the mean score of the capability of the students in translating English into Indonesian language was 54.11

2. Standard Deviation

$$SD = \frac{\sqrt{\sum X^2}}{N - 1} \quad (\text{Hatch and Farhady, 1982: 55})$$

Where:

SD = Standard deviation of each group

$\sum X^2$ = Total square (Scores minus & mean scores)

N = Number of students

1 = Constant number

$$SD = \frac{\sqrt{3340}}{40 - 1}$$

$$SD = \frac{\sqrt{3340}}{39}$$

$$SD = \sqrt{85.10}$$

$$SD = 9.25$$

It was found that standard deviation of the capability of the students in translating English into Indonesian language was 9.25

TABLE IV.26.

THE CLASIFICATION OF THE ABILITY OF THE STUDENTS IN TRANSLATING ENGLISH INTO INDONESIAN LANGUAGE

No	Classification		Frequency	percentage
	Ability level	Rank		
1	Excellent	86-90	0	0%
2	Very good	75-85	1	4.54%
3	Good	61-75	3	13.6%
4	Satisfactory	46-60	15	68.1%

5	Bad	20-45	3	13.6%
	Total		22	100%

The table shows that the frequency of score ranges of respondents in translating English into Indonesian language. It is obvious that none of the students (0%) falls into excellent, (4.54%) of respondents falls into very good, 13.6% of respondents are classified into good, 68,1% of respondents are classified into satisfactory, 13,6% of respondent are classified into bad. The average score of the students' capability in translating English into Indonesian language is 54.86. It means that the students' capability in translating English into Indonesian language is classified into satisfactory (46-60).

4. Students' Capability In Translating Indonesian Into English

TABLE IV.25.

THE AVERAGE SCORE OF STUDENTS' CAPABILITY IN TRANSLATING INDONESIAN LANGUAGE INTO ENGLISH

Score (x)	F	Fx
67	3	201
65.5	2	131
65	2	130
61.5	2	123
59.5	2	119

58	3	174
57	3	114
56.5	4	226
55.5	2	111
54	1	54
53	2	106
52	2	104
50.5	2	101
49.5	1	49.5
48	2	96
45	3	135
44.5	2	89
41	2	82
Total	N=40	$\sum FX$ 2145

5. Mean score

The average score of the capability of the students in translating English into Indonesian language is analyzed by the following formula:

$$\begin{aligned}
 M &= \frac{\sum FX}{N} \\
 &= \frac{2145}{40} \\
 &= 53.62
 \end{aligned}$$

So, the mean score of the capability of the students in translating Indonesian language into English was 53.62

2. Standard Deviation

$$SD = \frac{\sqrt{\sum X^2}}{N - 1} \quad (\text{Hatch and Farhady, 1982: 55})$$

Where:

SD = Standard deviation of each group

$\sum X^2$ = Total square (Scores minus & mean scores)

N = Number of students

1 = Constant number

$$SD = \frac{\sqrt{3982}}{40 - 1}$$

$$SD = \frac{\sqrt{3982}}{39}$$

$$SD = \sqrt{102.10}$$

$$SD = 10.10$$

It was found that standard deviation of the capability of the students in translating Indonesian language into English was 10.10

6. The Comparative Between The Capabilities Of Translating English Into Indonesian And Indonesian Into English

$$t_o = \frac{M_x - M_y}{\sqrt{\left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2}} = \left\{ \frac{SD_x}{\sqrt{N-1}} \right\}^2 \left\{ \frac{SD_y}{\sqrt{N-1}} \right\}^2$$

$$t_o = \frac{54.11 - 53.62}{\sqrt{\left\{ \frac{331,18}{\sqrt{30-1}} \right\}^2 + \left\{ \frac{119,18}{\sqrt{30-1}} \right\}^2}} = \left\{ \frac{331,18}{\sqrt{30-1}} \right\}^2 \left\{ \frac{119,18}{\sqrt{30-1}} \right\}^2$$

$$t_o = \frac{0,67}{\sqrt{\left\{ \frac{331,18}{\sqrt{29}} \right\}^2 + \left\{ \frac{119,18}{\sqrt{29}} \right\}^2}} = \left\{ \frac{331,18}{\sqrt{29}} \right\}^2 \left\{ \frac{119,18}{\sqrt{29}} \right\}^2$$

$$t_o = \frac{0,67}{\sqrt{\{61,32\}^2 + \{22,8\}^2}} = \{61,32\}^2 \{22,8\}^2$$

$$t_o = \frac{0,67}{\sqrt{3760,14 + 519,84}}$$

$$t_o = \frac{0,67}{\sqrt{3760,14 + 519,84}}$$

$$t_o = \frac{0,67}{65,42}$$

$$t_o = 0,02$$

7. The significant comparative study between the capabilities of the students in translating English into Indonesian language and Indonesian language into English.

Giving Interpretation

To give interpretation toward Coefficient Correlation, there are several ways, as follows:

1. Making Hypothesis

H_a = There is a significant comparative study between Students' capability in translating English into Indonesian language and Indonesian language into English at the second year students of Madrasah Aliyah Darul Huda Salo

H_o = There is no significant comparative study between Students' capability in translating English into Indonesian language and Indonesian language into English at the second year students of Madrasah Aliyah Darul Huda Salo.

Consulting with "r" product moment table

Then, ϕ that has been gotten, we consult with "r" product moment table by looking for (df) first, $df = N - nr = 30 - 2 = 28$. By $df = 28$ get the price "r" table as follows:

In significance 1 % = 0,463

In significance 5 % = 0,361

Thus, $\phi = 0,193$ is smaller than "r" table, both in significance of 1% and 5%. Meaning that, he is rejected and H_o is accepted. It means that there is no significant comparative study between Students' capability in translating English into Indonesian language and Indonesian language into English at the second year students of Madrasah Aliyah Darul Huda Salo

8. The Factors that Influence the Students' Ability in Translating English into Indonesian language in a Simple Paragraph

To obtain the factors that influence comparative study between Students' capability in translating English into Indonesian language and Indonesian language into English at the second year students of Madrasah Aliyah Darul Huda Salo, the writer uses questionnaire. The factors that influence comparative study between Students' capability in translating English into Indonesian language and Indonesian language into English at the second year students of Madrasah Aliyah Darul Huda Salo can be seen from the item no 3 (the students are curious about English lesson). The total number of the item is 81 and the percentage is 73.6%. The item no 17 (my friends motivate me to study English). The total number of the item is 73 and percentage is 66.3%. The item no 7 (the students pay attention to the teacher explanation). The total number of the item is 91 and percentage is 82.7%. The item no 4 (the students study English seriously). The total number of the item is 95 and percentage is 86.3%. The item no 16 (the students ask me if they do not understand how to translate English into Indonesian and Indonesian into English). The total number of the item is 89 and percentage is 80.9%. The item no 1 (students come to English class on time). The total number of the item is 86 and percentage is 78.1%. The item no 6 (the students attend English class happily). The total number of the item is 86 and percentage is 78.1%. The item no 5 (the students write the teacher explains English lesson). The total number of the item is 81 and percentage is 73.6%. The item no 10 (the students practice to translate to English into Indonesian and Indonesian into English). The total number of the item is 80 and percentage is 72.7%. The item no 9 (the students repeat English lesson at home). The

total number of the item is 79 and percentage is 71.8%. The item no 15 (the teacher concern to the students in learning translation). The total number of the item is 72 and percentage is 65.4%. The item no 14 (the teacher explanation to translation lesson, I interrupt and ask him or her about the material that I do not understand yet). The total number of the item is 74 and percentage is 67.2%. The item no 20 (the students use the key words or phrases in translating). The total number of the item is 73 and percentage is 66.3%. The item no 13 (the teacher makes the students enjoy studying English). The total number of the item is 75 and percentage 68.1%. The item no 8 (the students guess the meaning without looking dictionary). The total number of the item is 70 and percentage is 63.6%. The item no 11 (after reading the text in simple paragraph in English, students try to translate English into Indonesian language in simple paragraph and make a conclusion). The total of the number is 71 and percentage is 64.5%. The item no 12 (the teacher gives motivation in studying English). The total number of the item is 88 and percentage is 80%. The item no 18 (students discuss the difficulties in translating English into Indonesian in simple paragraph with my friends). The total number of the item is 72 and percentage is 65.4%. The item no 19 (the students use dictionary in looking for difficult words). The total number of the item is 83 and percentage is 75.4%. The item no 2 (the students study English before the class is started). The total number of the item is 70 and percentage is 63.6%.

Finally, the factors that influence comparative study between Students' capability in translating English into Indonesian language and Indonesian language into English at the second year students of Madrasah Aliyah Darul Huda Salo is students motivation, students' attitude, classmates influence, teacher' method in teaching.

After consulting with two raters, it is known that most of the students tend to translate English into Indonesian language and Indonesian language into English word by word or literally that lead towards the distortion of the original meaning. It is also found out that most of them did not pay any attention to their grammar, spelling, diction, choice of word, word class, word order, term used, idiom and other aspect of translation.

The primary data show that most of the students are diligent to translate English into Indonesian language and Indonesian language into English was given. It is seen from rater 1 and 2, where no one falls into excellent and Very good category. Then in Good category, the rater 1 gives 36%, the rater 2 gives 13%. Next, in satisfactory category, the rater 1 gives 45.45%, the rater 2 gives 77%. Finally, rate 1 gives 13%, the rater 2 gives 9% for Bad category.

The average, the two raters believe that the majority of the students (45.45%) fall into Bad category. On the other hand, no one who achieves Almost perfect, Very good, Good, and Satisfactory category.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusions

It has been known that translation is one of complicated language skills as it involves the two different languages (source language and target language). To measure the students' capability level in translation, the research has been conducted

The writer concludes the comparative study between Students' capability in translating English into Indonesian and Indonesian into English at the second year students of Madrasah Aliyah Darul Huda Salo are:

1. The mean score of the capability of the students in translating English into Indonesian was 54.11
2. It was found that standard deviation of the capability of the students in translating English into Indonesian was 9.25
3. The mean score of the capability of the students in translating Indonesian into English was 53.62
4. It was found that standard deviation of the capability of the students in translating Indonesian into English was 10.10
5. There is no significance correlation between Students' Grammar Achievement and Their Ability in Writing at the Second Year Students OF Language Program of Madrasah Aliyah Darul Huda Salo. This is indicated by the correlation value of $r = 0,193$ that is smaller than "r" table, both in significance of 1% and 5%.

The factors that influence the comparative study between Students' capability in translating English into Indonesian and Indonesian into English at the second year students of Madrasah Aliyah Darul Huda Salo are internal and external factors by Students' motivation, Students attitude, classmates influence, and the teacher' method in teaching.

B. The Suggestions

Due to the fact that the comparative study between Students' capability in translating English into Indonesian and Indonesian into English at the second year students of Madrasah Aliyah Darul Huda Salo fall into satisfactory category, the writer suggests that they improve and increase their ability in translation.

In order to be a good translator, one should understand the translation theory first and do more practices in various kinds of text. Besides, to achieve this, language and linguistics skill such as grammar, vocabulary, spelling, diction (choice of words), words classes, word order, word formation, term used, idiom, culture and so forth can not be neglected. The reason for this is that all of those important things may help students easily translate a text.

BIBLIOGRAPHY

- Catford, J. C. 1965. *A Linguistics Theory of Translation: An Essay in Applied Linguistics*. London: Oxford University Press.
- Douglas, H. Brown. 2000. *Principle of Language Learning and Teaching*. Fourth Edition. San Francisco State University.
- Dian Mujiburohman, Aris 2003. *A Study on the Translation Achievement at the fourth year Students of English Education Department of IAIN SUSQA Pekanbaru*. (Thesis)
- Faradilla, 2007. *The students' Ability in Translating English Idiomatic Expression into Indonesian at the Third year Students of English Education Department of UIN SUSKA RIAU*. (Thesis).
- Mifflin, Houghton. 1979. *Heritage Illustrated Dictionary of the English Language*. International Edition. Volume 11. Houghton Mifflin Company.
- Newmark, Peter. 1988. *A textbook of Translation*, Prentice Hall International. New York.
- Newmark, 1991. *Approach to Translation*, Honathan Cape Thirty Bedford Square. London.
- Larson, Mildred. L. 1984. *A guide to cross-Language Equivalence*, University Press of America.
- Reid, M. Joy. 1988. *The process of Composition*. Second Edition. Colorado State University.
- Rose, Marilyn Gaddis. 1981. *Translation Spectrum*. State University of New York. Albany.
- Sudijono, Anas. 2000. *Pengantar Statistic Pendidikan*. Jakarta. Pt Raja Grapindo Persada.
- UIN SUSKA 2003/2004. *Buku Panduan dan Informasi akademik Universits islam Negeri sultan Syarif Kasim*

SUPERVISOR APPROVAL

The thesis entitled “ *A Comparison On Students’ Capability In Translating English Into Indonesian And Indonesian Into English At The Second Year Of MA Darul Huda Salo*” by Mulyadi NIM. 10114018484 has been approved and agreed to be examined at the final examination of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Akhir 15th 1429 H

June 19th 2008 M

Approved by

The Chairman of English
Education Department

Supervisor

Drs. Promadi, M.A.,Ph.D

Drs. Walid A. Rahman, MM

ACNOWLEDGEMENT

All praised to Allah the most merciful and the most gracious in his willingness this paper written about the time.

The title of this thesis is A comparison on students capability in translating English into Indonesian and Indonesian into English at the second year of MA Darul Huda Salo.

The writer really realizes that there are weaknesses on this thesis. Thus, the writer needs critics, ideas and suggestion from the readers to improve this thesis.

The writer would like to say thank to all who have given advice and ideas on the development of this thesis.

1. Prof. Dr. H.M. Nazir Karim MA. The rector of UIN Suska Pekanbaru, and his staffs.
2. Drs. Mas'ud Zein, M. Pd, the Dean of Tarbiah and Teacher training faculty of UIN Suska Pekanbaru.
3. Drs. Promadi MA, Ph. D. and Drs. Thamrin M.Si the head and the secretary of English Education Department who have given their knowledge and information to the writer through the meeting in the class personally.
4. Drs. Walid A. Rahman. The supervisor. For his teaching, kindness and advice and excellent suggestion and guidance in the development of this thesis.

The Headmaster and Teachers of Darul Huda Islamic High School for their cooperation and support in conducting this research.

LIST OF TABLES

Table I.1	Students Translation English- Indonesian (word per word)	4
Table 1.2	Translation Indonesian Into English (word per word)	4
Table 11.1	Translation Based On Culture	12
Table 111.1	Population	19
Table 111.2	The Scoring System	20
Table 111.3	The Students Capability Level In Translating English Into Indonesia And Indonesian Into English.....	24
Table IVA	The students Score In Translating English Into Indonesian	26
Table IV.2	The Score In Translating Indonesian Language Into English	27
Table IV.3	The Recapitulation Of Students'capability Score In Translating English Into Indonesian Language And Indonesian Language Into English	28
Table IVA	The Students Come To English Class On Time.....	30
Table IV.5	The Students Study English Before The Class Is Started.....	31
Table IV.6	The Students Are Curious About The Lesson	32
Table IV.7	The Students Study English Seriously.....	33
Table IV.8	The Students Write The Teacher's Explanation Of English Lesson	28
Table IV.9	The Students Attend The Lesson Happily.....	35
Table IV.10	The Students Pay Attention To The Teacher's Explanation	36
Table IV. 11	The Students Guess The Meaning Without Referring To Dictionary.....	37
Table IV.12	The Students Repeat English Lesson At Home.....	38
Table IV.13	The Students Practice How To Translate English Into Indonesian Languagein Simple Paragraph	39
Table IV.14	The Students Read English Text In Simple Paragraph And Try To Translate And Make A Conclusion From The Text.....	40
table IV.15	The Teacher Gives Motivation In Studying English.....	41
table IV.16	the Teacher Makes The Students Enjoy Studying English.....	42

Table IV.17	The Teacher Explains The Lesson, I Interrupt And Ask Him/ Her About The Material That I Do Not Understand Yet	43
Table IV.18	The Teacher Concerns With The Students Difficulties In Translation	44
Table IV.19	Other Students Ask Me If They Do Not Understand How To translate English into Indonesian Language In Simple Paragraph	45
Table IV. 20	The Students Motivate One Another To Study English.....	46
Table IV. 24	The Students Discuss The Difficulties In Translating English into indonesian language in a simple Paragraph With Their Classmate	47
Table IV. 25	The Students Use Dictionary In Looking Up Difficult Words	48
Table IV. 26	The Students Use The Key Words Or Phrases In Traslation	49
Table IV. 27	The Questionnaire Recapitulation Of The Students' Factor In Translating English Into Indonesian Language.....	50
Table IV. 28	The Average Score Of Students' Capability In Translating English Into Indonesian Language.....	52
Table IV. 29	The Classification of The Ability of The Students In Translating English Into Indonesian Language.....	54
Table IV. 30	The Average Score Of Students Capability In Translating Indonesian Language Into English	55

**A COMPARISON ON STUDENT'S CAPABILITY IN TRASLATING
ENGLISH INTO INDONESIAN AND INDONESIAN
INTO ENGLISH AT THE SECOND YEAR OF
MA DARUL HUDA SALO**

Test of translating English into Indonesian

Kinds of Sport

Sport is good for our health. It can make our body healthy. People like doing it to be healthy. They also interested in it for getting pleasure. For the reason, everyone should do sport to make our life healthy and happy.

Nowadays, many people like sport. They like not doing it, but also watching on television or live. Even they are willing to spend their money to see football match, boxing or tennis. They, who are interested in watching sport games, are called spectators.

There are some kind's o sports. They are football, volleyball, badminton, swimming, boxing, running, ect. We can choose to do as we like. Most people like running because it is cheap and simple. It is easy to do, and we can do it everywhere.

Football and badminton are the most popular sport in our country. Almost everyone likes playing football or watching football match. Our people also like badminton either watching or playing. Our nation, Indonesia is good at badminton. We have many potential players in this game. Therefore, Indonesia becomes popular in the world because of badminton.

Test of translating Indonesian into English

John Dalton

John Dalton (1766-1844) ialah seorang guru SMU di Manchester, Inggris. Ia terkenal karena teorinya yang membangkitkan kembali istilah "atom". Dalam buku karangannya yang berjudul *New System of Chemical Philosophy* ia berhasil merumuskan hal tentang atom sekitar tahun 1803.

Ia menyatakan bahwa materi terdiri atas atom yang tidak dapat dibagi lagi. Tiap-tiap unsur terdiri atas atom-atom dengan sifat dan massa identik, dan senyawa terbentuk jika atom dari berbagai unsur bergabung dalam komposisi yang tetap.